

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME	8/10/65	DATE RECEIVED
A. PUBLICATION DATA						
ERIC NUMBER ED001783		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW
4. AUTHOR(S): Board of Education of the City of New York					MICROFILM COPY AVAILABLE YES ☒ NO ☐	
5. TITLE OF DOCUMENT ABSTRACTED: The Higher Hbrizons Program					COPYRIGHT GRANTED YES ☐ NO ☒	
6. PUBLICATION TITLE: N.A.					COPYRIGHT RELEASE FILED YES ☐ NO ☐	
7. EDITOR(S): N.A.			8. PLACE OF ORIGIN ORG. Board of Education City of New York ST. 100 Jennings Street CITY, STATE Bronx 60, N.Y. Dayton 8 TELE. EXT. 9534 INST/LOC CODE		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☒ FINAL ☐ FOLLOW-UP ☐	
9. PUBLISHER OR SOURCE Board of Education of the City of New York, Districts 17-18 100 Jennings St., Bronx 60, New York					OTHER ERIC REFERENCES:	
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. N.A.	13. TOTAL PP. 23		ERIC SATELLITE CODE	
B. INDEXING DATA						
14. SUBJECT AREA			15. TYPE OF ENDEAVOR teachers' guide			
16. INDEXING TERMS (8-12)		parent workshops cultural enrichment teacher workshops parent cooperation audio - visual culturally deprived curriculum program materials physical education				
17. ABSTRACT (MAX. 250 WORDS)						
Special programs for third, fourth and fifth grade students in the Bronx Schools were prepared. Curriculum areas for grades 3 and 4 were: health, language arts, music, mathematics, and science. In science, for example, the scientific aspects of the community and science in everyday living were explored. New teachers were oriented to the program in workshop meetings. Three teachers were provided with extensive guidance data for each pupil and were responsible for keeping accurate records. The curriculum included newspapers, physical education, audio-visual enrichment periods, and trips, in addition to regular course work. Trips were made to museums, parks, theaters, and other places of interest. Lists of events of interest were prepared monthly. Approximately twenty enrichment films were provided for third and fourth grade students. Suggestions for physical education included rhythm and song activities, dances, and games. Parent workshops were set up to explain the program, to provide evaluation of the program, and to aid parents in dealing with their children.						
ERIC No.	18. SOURCE OF ABSTRACT					
	C. FUNDING DATA					
	19. SUPPORTING ORGANIZATION			20. DIVISION OR DEPT.		21. CONTRACT NO. PROJECT NO.
				22. TOTAL COST OF PROJECT		
				23. DURATION OR PROJECT		U.S. Department of Health, Education, and Welfare Office of Education

**REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION**

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE ASSISTANT SUPERINTENDENT
DISTRICTS 17-18 1001 JENNINGS STREET
BRONX 60, NEW YORK

Benjamin E. Strumpf
Assistant Superintendent

Dayton 8-9534

THE HIGHER HORIZONS PROGRAM

JHS. 120, P.S. 23, 51, 124, 140, 146

Enclosed herein are materials, both school and district-wide, which have been prepared especially for promoting the aims of the Higher Horizons Program.

The program went into effect in these Bronx schools in September 1960. It concentrated on the third grade, and included many of the fourth grade classes as the principal felt he could handle. As the program progressed, the school program teachers and guidance counsellors sent samples of their particular efforts which, they felt, helped considerably to further their goals. These samples are on file, school-wise in the Office of the Assistant Superintendent. (Attached are some items from one school sent to me this term).

THE PROJECTED DESIGN FOR THE HIGHER HORIZON PROGRAM IN SELECTED SCHOOLS, a district prepared booklet, was used to help structure the program, to some degree, as conceived and interpreted by Dr. Benjamin E. Strumpf, Assistant Superintendent in charge of the program in these schools. We have moved it along into the fourth grade and to some of the fifth grade classes.

The receiving JHS. (120X) has really 'received' the feeding elementary school with open arms and has cooperated with teaching personnel and coordinated its facilities to such an extent, that the two levels mentioned seem to act as one unit.

The samples we have enclosed should give you an idea of how the program is operating in one area. Our gains have been considerable, but we feel there is much more we can do - and there are all indications that they are being done!!

Florence V. Oths, Curriculum Assistant
Project Coordinator - Assigned by Dr. Strumpf

ED001783

HIGHER HORIZONS

P.S. 140, Bx.

Bernard Kaback, Principal

SCOPE OF CURRICULUM AREAS -- GRADES 3 and 4

ART

PAINTING

Using water-color and show card paints
Mixing own colors

Realistic representation

Simple preplanning of design

Subjects: people, things and situations
related to everyday experiences; imaginary themes that are vivid to children

POSTER DESIGNING

Simple posters consisting of a single word or a short phrase combined with an original picture or symbol
Book covers, programs, greeting cards
Lettering may be all capitals or manuscript

DRAWING

Drawing with color chalk using few forms and large colored areas

Drawing with crayons to produce more detailed drawings

Subjects: personal interpretation of everyday experiences; illustrations of learning in other curriculum areas

CRAFT ACTIVITIES

Clay modeling; nonrealistic arrangements, figures, bowls, tiles

Paper: envelopes, boxes, booklets, toys
Cloth: animals and dolls using socks, oilcloth, cotton cloth bags, puppets, mats

Yarn: Weaving purses, pocketbooks, mats

Wood: using hammer, nails, saw, sandpaper

HEALTH (Gr. 3 - 6)

PHYSICAL ENVIRONMENT

Need for ventilation, desirable temperature, proper lighting

CLEANLINESS AND HEALTH PROTECTION

Use and care of personal articles, as handkerchief, towel, comb, etc.

Body cleanliness

Using public facilities

Cooperating with agencies concerned with health

FOOD AND EATING PRACTICES

Desirable attitudes toward necessary foods

Desirable habits with respect to eating and the selection of food

Basic groups of food and daily requirements

Limited use of sweets

BODY STRUCTURE AND FUNCTION

Reasons for reporting unusual symptoms

Importance of periodic physical examinations

Factors that contribute to physical growth

SLEEP AND REST

Need for adequate sleep and rest

Relationship between adequate sleep and rest, and school and play activities

Effects of exciting television, radio programs and movies on sleep

SAFETY AND FIRST AID

Importance of cooperation during all types of emergency drills

Safety procedures in school, home, play areas, street and public places

Safety with pets and other animals

Recognition of poisonous plants and berries

Simple first aid

STIMULANTS AND NARCOTICS

Harmful effects of tea, coffee and alcoholic beverages

Dangers of accepting food, candy or invitations from strangers

Harmful effects of alcohol, tobacco and narcotic drugs

Use of narcotics to relieve pain

Danger of self-medication

SOCIAL STUDIES

Grade 3

LIVING AND WORKING TOGETHER IN COMMUNITIES

How and Where We Get Our Food

How We Get and Care for Our Clothing

What Kind of Homes We Have

How We Travel and Send Goods from Place to Place

How We Communicate with One Another

How We Can Keep Safe and Healthy

How and Where to Have Fun

How We Can Protect the Things We Use

How the Indians Lived in This Locality

How the Dutch Lived in New Amsterdam

Grade 4

LIVING AND WORKING TOGETHER IN COMMUNITIES

How and Why Our City Grew

How New Yorkers Make a Living

What Our Government Does for Us

How We Get Our Water Supply

How People Live in Different Communities

How People Live in a Small American Community (Farm or Village)

How People Live on a Tropical Island

How People Live in a Cold Land

HIGHER HORIZONS
P. S. 140, Bx.
Bernard Kaback, Principal

SCOPE OF CURRICULUM AREAS - GRADES 3 and 4

LANGUAGE ARTS

READING AND LITERATURE

Developing facility and versatility in reading with balance between silent and oral reading
Development of work-study skills
Reading appropriate poems and stories for Appreciation, memorization and broadening of interests
Extending library skills through the use of the class, school and public libraries

ORAL COMMUNICATION

Providing opportunities for talking to and with others in situations involving the activities listed in Grades K-2 (Speaking)

Providing opportunities for talking to and with others in situations involving choral speaking, delivering messages, dictating, reading to others, reciting poetry, reporting (spontaneous), story-telling, conversation, discussion, dramatic play, evaluation, interviews, introductions, planning, telephone conversation

Developing the initial social and communication skills needed to carry on these activities)

and, in addition, announcing and explaining, giving directions, broadcasting, describing, reporting (spontaneous, planned,) telling anecdotes, jokes, riddles, taking part in elections and creative dramatics

Maintaining, developing and refining the social and communication skills needed to carry on the activities listed in this and previous levels

Listening, Observing

Maintaining and improving techniques of listening developed in Grades K-2 (initiating the habit of courteous)

MUSIC

SINGING EXPERIENCES

Singing rote songs about home, community, pets, country

Learning observation songs containing quarter, half, dotted half, whole notes

Reading short, simple songs at sight

RHYTHMIC EXPERIENCES

Tapping out rhythms, marking phrases discovering accent

Participating in folk dancing with individual variations

INSTRUMENTAL EXPERIENCES

Experimenting with simple musical

LANGUAGE ARTS

attentive, accurate listening in these situations and directing observation in experiences and through visual media) and sharpening the powers of observation through firsthand experiences and through visual media

WRITTEN COMMUNICATION

Compiling lists; addressing envelopes, etc.
Writing cooperatively or independently composed verse and prose of factual and expressional type
Writing sentences and paragraphs from dictation

MECHANICS OF ORAL AND WRITTEN COMMUNICATION

Spelling
Words based on difficulty and frequency of use in written work
Alphabetization and dictionary skills
Work attack and word-study methods
Correction of errors

Handwriting

Transition from manuscript to cursive writing

Maintaining, Developing and Refining Mechanics

Correct Usage
Good speech
Organization of thought
Sentence development
Vocabulary

Capitalization and punctuation in written material

Format of written material
Sentence and paragraph development

MUSIC

instruments

Playing in the rhythm band
Playing from scores

LISTENING EXPERIENCES

Listening to teacher's voice and music from a variety of instruments

Listening to tone groups and phrases of songs

Identifying home tone and recurring melody

CREATIVE EXPERIENCES

Creating simple two-part and three-part measure melodies

Creating original melodies for poems

N.B. In those areas in which the scope covers more than one grade, please check those items which apply specifically to your class

(SCOPE OF CURRICULUM AREAS)

MATHEMATICS

Grade 3

Extended concepts of bulk and liquid distance, place, shape, size, speed temperature, time, weight; understanding and use of non-standard measures of bulk and liquid, size, distance, weight; understanding and use of standard measures of liquid, length, temperature, time, weight

Concepts of halves, fourths and thirds

Numbers through 20: groups, money place value, addition and subtraction facts, column addition, concepts of multiplication and division - twos, threes, fours, fives

Two-and three-place numbers: place value, money; understanding and use of addition and subtraction with two-place numbers

Grade 4

Extended concepts of bulk and liquid distance, place, shape, size, speed, temperature, time, weight; extended understanding and use of non-standard measures of bulk and liquid, size, distance (length), time, weight; extended understanding and use of standard measures of liquid, length, temperature, time, weight

Understanding and use of halves, fourths eighths, thirds; addition and subtraction with these fractions

Extended understanding of numbers through four-place numbers, understanding of the Roman number system

Understanding and use of addition and subtraction with two and three-place numbers

Extended understanding of multiplication facts and related division facts through nines

Understanding and use of multiplication by one-place multipliers

Understanding and use of division by one-place divisors

SCIENCE

In the third and fourth grades, the science aspects of the community are explored more closely. Children find out how people make use of science in everyday living. At this level, children are ready for science experiences, through which they discover the broader relationships that exist. The starred topics are suggested for grade 3:

*THE WEATHER CHANGES DAILY AND FROM SEASON TO SEASON
used for weather forecasting in daily living - different kinds of weather phenomena - protection from weather

*LIVING THINGS NEED OTHER LIVING THINGS
interrelationships of living things - how and why preserving food - how plants and animals protect themselves

THE EARTH IS ALWAYS CHANGING
changes made by water, wind and heat - Man's use of the earth's resources - experimentation with various materials

OUR EARTH IS PART OF THE SOLAR SYSTEM
causes of day and night - relation of earth to stars, sun and moon

*MACHINES HELP US TRAVEL
how things move on land, on water, and in the air

MESSAGES TRAVEL AND ARE RECORDED
sounds are produced by vibrating objects - sounds are carried by air and other substances - sounds can be recorded

HIGHER HORIZONS
P.S. 140, BRONX
B.KABACK, PRINCIPAL

MELTING OF THE THIRD, FOURTH AND FIFTH GRADES AND NEW TEACHERS
September 21, 1961

AGENDA

I. GUIDANCE - Mrs. May

- Discussion and explanation of the different guidance records and the value of each. Included were the H.H. Guidance card, Data Sheets, Anecdotal Records and Profile Sheets.
- Due date for Profile Sheets (which will be returned to the teachers) and Guidance Cards is Sept. 29th, room 207.
- It was pointed out that Anecdotal records are daily accounts of specific acts by a mal-adjusted child. Data sheets are kept on every child. A new sheet is to be started at the beginning of each school year. Recordings should be continuous. These sheets will be collected by the supervisors at the same time that report cards are due for examination.
- The value of the WNYE radio program "Growing Up" was discussed. Mrs. May will send around a notice for the selection of the most suitable time for each teacher and draw up a schedule. Planning for these broadcasts is to be included in the weekly plan book.
- Procedure for referral to the Guidance Counselor was reviewed. Children who need help because of evidence of emotional problems are to be sent - day by day discipline cases are not.

II. CURRICULUM - Mrs. Bacon

- The overview of what we are trying to do as part of the H.H. program was reviewed along with some specific objective evidences for which we will strive during the year.
- Trips were discussed. Those which have been planned are
 - 1) for the Fourth Grade in October to the Museum of Natural history and in November to the Museum of the City of New York.
 - 2) for the Third Grade in October and November to the Story Ballets.
- The Fifth Grade is planning a trip to the Planetarium.
- The Newspaper - The Fifth Grade was welcomed as contributing members. The need for more poetry, stories about individual hobbies and interests and art work was brought out. It was decided that the Teachers accumulate their class' articles over a period of three to four weeks. At the end of this time, Mrs. Bacon will collect them.
- Physical Education - The third grade classes will meet as a group daily. The fourth grade classes will meet as a group only on Mondays for dancing. They will be divided for athletics and games as per pur usual schedule. Mrs. Bacon will distribute plans for the year's program and class locations.
- Audio-Visual Enrichment Period - It will be continued this year on Thursdays from 2 to 3 P.M. The Third Grade and the Fourth Grade will assemble separately on alternate weeks. The Fifth Grade will be included on an individual basis. There will be one guidance film and one curriculum film each week. Mrs. May and Mrs. Bacon will preview and introduce the films. Teachers will conduct the follow-up in their classrooms.

III. MISCELLANEOUS - Mrs. Weiderlight

- Rollbooks - Teachers who need any assistance with their rollbooks are to see Mrs. Weiderlight.
- Banking - Teachers were reminded that the first day of banking is September 27th. School banking can be a worthwhile learning experience for the children.
- Health Day - A comprehensive and self-explanatory circular concerning health day procedures will be given out next week.
- Announcements - 1) General problems and open discussion conference with Miss Cuomo on Sept. 29th and 2) Fourth Grade Mathematics conference with Miss Himmelstein on Oct 4th.

HIGH HORIZONS PROGRAM
P. S. 140, Bronx
Bernard Kaback, Principal

September 13, 1961

To the Teachers:

Guidance Data Cards and Data Sheets are in your possession, having been forwarded to you for your present class.

Many long hours have been spent in recording the information on these. All this will be wasted unless you, the receiving teacher, utilizes the information to improve your teaching and to help you to a better understanding of each child.

These records contain important personal data re each child. If you study them carefully and use them to make up your class profile, you will get a very good picture of each child and of the class as a whole. They serve as an excellent guide to each child's problems, weaknesses and strengths and also make it easier for you to group for class management and instruction. In some measure the information contained in these records will warn you to look for certain danger signals and will aid you in ways of handling the emotional problems of your group.

Attached to this notice are profile sheets for your class. Both the completed profile sheets and the Guidance Data Cards are due in Room 207 on or before September 29th. We will have a conference on September 21st to discuss any problems that arise concerning the profile sheets and the interpretation of the guidance cards.

Thank you.

Elinor C. May
Guidance Counselor

Teachers' Guidance Checklist

1. Use of Class Analysis Sheets (Profile) to plan to meet needs of children quickly.
2. Consultation with former teachers about problems of certain pupils.
3. Creation of classroom environment conducive to learning.
4. Review of Cumulative Record Cards.
5. Review of Guidance Card when available.
6. Directed observations of pupils in various activities.
7. Keeping of anecdotal records.
8. Use of information gained through class Sociogram.
9. Utilization of Language Arts Techniques such as:
 - Three Wishes
 - Autobiographies
 - Group Discussions
 - Role Playing
 - Dramatizations
 - Unfinished Stories or Sentences
10. Consideration of each child's art work.
11. Extension of information about pupil interests and activities through:
 - Use of informal Interest Inventories
 - Pupil-teacher conversations
 - Parent-teacher interviews
 - Guidance-teacher interviews
 - Teacher-nurse interviews

HIGHER HORIZONS PROGRAM
Public School 140, Bronx
Bernard Knecht, Principal

October 13, 1961

Dear Parents:

Another school year is well on its way. The Higher Horizons Program introduced in our school last year is now functioning in the 3rd., 4th. and 5th grades.

Once again, P. S. 140's staff will conduct its periodic workshops that proved so successful last year. The first in this year's series will be held in our Library on Wednesday, Oct. 18, at 10:30 A.M. This session will be devoted to a discussion of the Higher Horizons Program by staff and parents.

THIRD GRADE PARENTS: Come and learn all about the program and what it will do for your children. Share with us your ideas to help meet the needs of your children.

FOURTH GRADE PARENTS: Come and give your neighbors, friends and the school staff your opinions about Higher Horizons. Give us your suggestions for improvement.

FIFTH GRADE PARENTS: Come and learn how you can help your child to a satisfactory school and home adjustment. Discuss common problems with other parents.

We look forward to seeing you on October 18.

Sincerely,
Marguerite Bacon
Elinor C. Jay
H. H. Coordinators

I will attend the workshop on October 18.

Please
check
one.

I will not attend the workshop on October 18.

Parent's Signature _____

Child's Name _____

Class _____

HIGHER HORIZONS
P.S.140, BRONX
B.KABACK, PRINCIPAL

October 1961

Dear Parents:

We have another school year ahead in which we can continue to open new worlds of interests and activities for our children. Museums, parks, theatre groups, etc. conduct many planned programs. The following pages list names, locations, phone numbers, open days and admission fees of places of interest for you and your children to visit.

Please put these pages away carefully so that you can easily refer to them for information throughout the school year.

You will receive at regular intervals a listing of dates and events at these places. You will need to look up the addresses, time, cost, etc. on these pages which you receive today.

I hope that you and your children will enjoy many interesting, educational and entertaining hours as a result of this information.

Sincerely yours,

Marguerite Bacon
Higher Horizons Coordinator

HIGHER HORIZONS
P.S. 140, BRONX
3. Kaback, Principal

PLACES OF INTEREST TO VISIT

A. MUSEUMS

- 1) American Museum of Natural History, Central Park West at 79th Street (TR. 3-3100). Open daily 10:00 AM to 5:00 PM; Sundays and holidays 1:00 PM to 5:00 PM
-Permanent exhibits of interest to all children.
-Program of free motion pictures Saturdays at 2 PM.
-Natural Science Center for young people Tues. thru Fri., 2 PM to 4:30 PM;
Saturdays 10:30 AM to 4:30 PM;
Sundays 1:00 PM to 4:30 PM.

Admission: Free
- 2) Brooklyn Children's Museum, Brooklyn Ave. and Park Place. (BR 4-2900) Open daily 10:00 AM to 5:00 PM; Sundays and holidays 1:00 PM to 5:00 PM.
-Exhibits for children include the fields of Science, Natural History and Cultural History.
-Weekday free films at 4:30 PM
-Saturday program of films, story hour, planetarium show, gallery talk, live animal program and chess hour.

Admission: Free
- 3) Metropolitan Junior Museum of Art, 5th Ave. and 82nd St. (TR 9-5500)
-Gallery talks for children (aged 6 - 12) and their parents Saturdays at 11:00 AM.
-Half hour film showings Sundays at 1:30 PM

Admission: Free
- 4) Museum of the City of New York, 5th Ave. at 103 St. (LE 4-1672) Open Tuesday to Saturday 10:00 AM to 5:00 PM, Sundays and holidays 1:00 PM to 5:00 PM.
-Exhibits of New York City from an Indian Village to the present day.
-Films on Saturdays at 11:00 AM and 2:30 PM.

Admission: Free
- 5) Museum of the American Indian, Broadway and 155 St. (AU 3-2420) Open Tuesday thru Saturday 2 PM to 5 PM.
-Has largest collection in the world on Indians and Eskimos

Admission: Free
- 6) Hayden Planetarium, 81st St. and Central Park West, (TR 3-1300). Open Mondays 2 PM and 3:30 PM; Tues. thru Friday 2 PM, 3:30 PM and 8:30 PM; Saturdays 11 AM, 1, 2, 3, 4, 5 and 8:30 PM. Sundays 1, 2, 3, 4, 5 and 8:30 PM.

Admission: Children 50¢, adults \$1.00 in the afternoons.
Children 50¢, adults \$1.25 in the evenings.
Children under 5 not admitted.
- 7) Museum of Primitive Art, 15 West 54th St. (CI 6-9493)
Open Tuesday thru Sunday 1 PM to 5 PM
-Exhibits of the artistic achievements of early civilizations

Admission: Adults 35¢; children 15¢

- 8) Fire Department Museum, 104 Duane Street, near Broadway.
Open weekdays 9: AM to 4 PM;
Saturdays 9:00 AM to 1:00 PM
-Exhibit of fire fighting equipment and a movie on fire prevention.

Admission: Free. Children under 9 years not admitted.

- 9) New York Historical Society, Central Park West at 77th St.
(TR 3-3400); Open Tuesday thru Friday, and Sundays
1:00 PM to 5:00 PM; Saturdays and holidays 10 AM to 5 PM
Films Saturdays at 1:30 PM
Admission: Free

B. PARKS

- 1) Bronx Park Zoo, Bronx Park (ME 3-1500. Open Daily 10 AM to 4:30 PM.

Nearly 3,000 animals from all over the world.

Admission: Sunday, Monday, Friday and Saturday - FREE
Tuesday, Wednesday and Thursday - 25¢
Children's Zoo - Admission 25¢
Farm in the Zoo - Admission 15¢

- 2) New York Botanical Gardens, Bronx Park (LU 4-8500)

Displays of flowers, trees and shrubs.
Open daily at 10:00 AM, close one half hour after sunset.

- 3) Central Park, 59th to 110th St., Manhattan (RE 4-1000)

-Zoo, 64 St. and 5th Ave., Open 10:00 AM to 5:00 PM
-Wollman Memorial Rink, 64th St. & 5th Ave. (RE 4-1000)
Roller skating and ice skating
Admission free on Saturday mornings and public school vacation mornings.

-Children's Zoo, 66th St. and 5th Ave.. Open 10 AM to 5 PM
Admission - 10¢

-Alice in Wonderland Monuments, 72nd St. and 5th Ave.
Children can climb on and crawl under bronze statues of

characters from "Alice in Wonderland"

- 4) New York Aquarium - Seaside Park, West 8th St. & Surf Ave.,
Coney Island Boardwalk (CO 6-8500)
Open daily 10 AM to 10 PM

Admission: Children 45¢; Adults 90¢

C. OTHER PLACES OF INTEREST

- 1) Brooklyn Academy of Music, 30 Lafayette Ave., Brooklyn
(ST 3-6700)

Plays, concerts, operettas and ballet on Saturdays at
3:30 PM

Admission: \$1.00

- 2) Town Hall, 123 West 43rd St. (JU 2-2424)
Pilgrim Productions Theatre for Children on Saturdays
from 11 AM to 12:20 PM
Admission: \$1.25

- 3) Henry Street Playhouse, 466 Grand St. (OR 4-1100, Ext.55)
Saturdays at 3 PM
Admission: Children 20¢; Adults 60¢

HIGHER HORIZONS - P.S. 140, Bronx

- Page 3 -

- 4) Jan Hus Playhouse, 351 East 74th St. (LE 5-6310) and
(WA 9-0485)
Puppet Theatre for children on Saturdays and Sundays
at 2 PM.
Admission: \$1.25 and \$1.75.
- 5) McMillan Theatre, Broadway at 116 St. (MO 6-5925)
Children's Program Series performances on Saturdays
from 3 PM to 4 PM
Admission: 50¢ or \$2.00 for five programs. Children
under 4 years not admitted.
- 6) Crickett Theatre, Second Ave. at 10th St. (OR 4-3960)
Plays for children on Saturdays at 1 PM, 2:30 PM and 4 PM
Admission: \$1.50
- 7) New York Coliseum, Columbus Circle at 59th Street
(PL 7-5000) Exhibitions of many kinds.

D. SIGHT SEEING

- 1) Empire State Building, 350 Fifth Ave. (LO 5-3100)
Observatory for spectacular views of New York City
Open daily 9:30 AM to 12 midnight
Admission: Children 50¢ Adults \$1.25
- 2) Rockefeller Center Plaza, Fifth Avenue, between 49th and
50th Streets, United Nations Flag Display
Admission: Free
- 3) United Nations, 46th Street and First Ave.
See World history as it is being made
Open daily at 9 AM
Paid guided tours from 9 AM to 4:45 PM cost students \$
50¢; adults \$1.00
Admission to the buildings: Free
- 4) LaGuardia Airport, 84th St. and Grand Central Parkway
in Queens (NE 9-9900)
Planes continuously arriving and taking off every day.
Admission: Free except for the observation deck where
adults pay 10¢
- 5) Ship Tours - Hudson River piers. Visitors may board
ships on sailing days.
American Export Lines (DI 4-3000)
Cunard Line (BO 9-5300)
French Line (PL 7-2500)
Italian Line (DI 4-0800)
Moore McCormack Line (DI 4-5000)
United States Line (DI 4-5800)
Admission: 50¢

HIGHER HORIZONS
P.S. 140 BRONX
B. Kaback, Principal

OCTOBER 30, 1961

EVENTS OF INTEREST DURING NOVEMBER, 1961

Please consult your "Places of Interest" circular for location, times and admissions.

Prepared by
M.S. Bacon

Higher Horizons Coordinator

American Museum of Natural History - Films

- November 4 - Look Down
18 - A Badgers' Bad Day; Adventures of A Chipmunk Family;
An Adventure with Andy; Animals Friends;
The Goat Dairy Farm
25 - The Valley and the Stream; Sunny Skies

Brooklyn Academy of Music

- November 4 - Stories and Songs
11 - Brooklyn Ballet Company
18 - "Snow White"
25 - Children's Film

Henry Street Playhouse

- November 4 - "The Diesel Went That-a-way"
11 - Clowns
18 - Chalk Talks
25 - Rolo the Clown

Town Hall Theatre for Children -

- November 4 { Saturdays at 11 A.M.
11 { Admission for Parents and Children
18 { is reduced to 50¢ if you reserve
25 { seats through Mrs. Bacon 10 days
in advance.

Town Hall - 2:30 P.M.

- November 25 - "Madam Butterfly"
(Opera in brief)

Admission: Adults \$2.00
Children \$1.50
(under 12)

If seats for a group are reserved 10 days in advance through
Mrs. Bacon, the admission is reduced to 75¢

New York Coliseum

November 17 - 19

1961 Scouting Exposition

Jan Hus Playhouse

Month of November - "Cinderella"

Museum of the City of New York

"Please Touch" exhibit demonstrations at 1, 2 and 3 P.M. on Saturdays
Admissions - 50¢

PARADES

- November 11 - Veteran's Day Parade
Starts at 10 A.M. from 39th St down to 24th St. on 5th Avenue
23 - Macy's Thanksgiving Day Parade
Starts at 9:15 from 77th St. to 59th St. on Central Park West
23 - ON TELEVISION - view the Thanksgiving Day Parades at
10:30 and 11:00 A.M.

Historical Sites

Junel Mansion - 160th Street and Edgecombe Ave. - George Washington's
Headquarters
Open Daily except Mondays - 11 A.M. to 5 P.M.
Admission - FREE

Poe Cottage - Poe Park, Kingsbridge Road - Bronx (Tel: FO 4-1578)
Open Tues. through Sat. 10 A.M. to 1 P.M.
2 P.M. to 4 P.M.
Sun. 1 P.M. to 4 P.M.
Admission - FREE

HIGHER HORIZONS
P.S. 140, BRONX
B. KABACK, PRINCIPAL

CALENDAR OF EVENTS TO ASSIST YOU IN YOUR PLANNING 1961-1962

<u>SEPTEMBER</u>		4 Labor Day
	3-7	National Child Safety Week
	17	Citizenship Day
	23	Autumn Begins
<u>OCTOBER</u>		8-14 Fire Prevention Week
	12	Columbus Day
	22-28	United Nations Week
	24	United Nations Day
	28	Statue of Liberty Unveiled, 1886
	29	Daylight Saving Time Ends
	31	Halloween
<u>NOVEMBER</u>		7 Election Day (schools closed)
	5-11	American Education Week (Open School Week)
	11	Veterans Day
	23	Thanksgiving Day (schools closed also on the 24th)
<u>DECEMBER</u>		15 Bill of Rights Day
	10-16	Bill of Rights Week
	21	Winter begins
	25	Christmas (schools closed through Jan. 1st)
<u>JANUARY</u>		March of Dimes Month
	1	New Years Day (schools closed)
	5	George Washington Carver Day (anniversary of his death)
	17	Benjamin Franklin's Birthday
<u>FEBRUARY</u>		Heart Month
	5-9	Dental Health Week
	7-13	Boy Scout Week
	12	Abraham Lincoln's Birthday (schools closed)
	11	Thomas Alva Edison Day
	11-18	Negro History Week
	14	St. Valentine's Day
	18-25	Brotherhood Week
	22	George Washington's Birthday (schools closed)
<u>MARCH</u>		Red Cross Month
	11-17	Girl Scout Week
	17	St. Patrick's Day
		Spring begins
<u>APRIL</u>		14 Pan American Day
	19	Passover and Holy Thursday (schools closed)
	20-27	Spring Recess (schools closed)
	22	Easter Sunday
	28	Beginning of Boys and Girls Week
	29	Daylight Saving Time Begins
<u>MAY</u>		1 National Child Health Day
	4	Arbor Day and Wild Life Day
	6-13	National Family Week
	13	Mothers' Day
	19	Armed Forces Day
	30	Memorial Day (schools closed)
<u>JUNE</u>		10-16 Flag Week
	14	Flag Day
	17	Father's Day
	27	Last Day of School
<u>JULY</u>		4 Independence Day

HIGHER HORIZONS
P: S. 140, BRONX
B. KABACK, PRINCIPAL

MAKE YOUR TRIP MEANINGFUL

A. PURPOSES AND VALUES OF TRIPS

1. Broaden understandings
2. Provide vital experiences for learning
3. Utilize community and area resources
4. Stimulate and maintain interests
5. Foster attitudes and appreciations
6. Provide meaningful content for the development of curriculum areas

B. ARRANGEMENTS FOR TRIPS

1. Motivate the trip -
Where are we going?
When are we going?
How are we going?
What will it cost?
How will we dress? etc.
2. Obtain written consent of the parents.
3. Arrange to have sufficient adults along to assist -
at least one for every 20 pupils.
4. Fill out request for transportation forms and permission
to take a trip forms at least two weeks in advance.

C. PLANNING WITH THE CHILDREN

1. Set up definite goals or objectives for the trip.
2. Help the children to understand
Why they are going
What they are going to see
What questions they might want to ask
What they look for, etc.
3. Establish rules concerning safety, courtesy and behavior.

D. FOLLOW-UP PROCEDURES

1. Discuss what was seen or done.
2. Make a record of the experience (as a group or individually).
3. Evaluate the experience in terms of knowledges, attitudes and understandings gained.
4. Write letters of appreciation where appropriate.
5. Use the content of the experience in your teaching.

HIGHER HORIZONS
P.S. 140, BRONX
B.KABACK, PRINCIPAL

TRIP SHEET

DATE OF TRIP:

PLACE TO BE VISITED:

PURPOSE:

COST:

(tear off here and return bottom to the teacher)

I grant permission for my child _____
to go on the trip to _____ on _____.

I ☐ am interested in going along as an adult escort.
☐ am not

HIGHER HORIZONS
P.S. 140, BRONX
B.KABACK, PRINCIPAL

TRIP SHEET

DATE OF TRIP:

PLACE TO BE VISITED:

PURPOSE:

COST:

(tear off here and return the bottom to the teacher)

I grant permission for my child _____
to go on the trip to _____ ON _____.

I ☐ am interested in going along as an adult escort.
☐ am not

HIGHER HORIZONS
P.S. 140, ERONX
B.KABACK, PRINCIPAL

SCHEDULES OF AUDIO-VISUAL ENRICHMENT PERIODS - THURSDAYS AT 2 PM

THIRD GRADE

OCT. 18	(Children Around the World) plus (Guidance)
OCT. 19	Assignment Children and Be Your Own Traffic Policeman
NOV. 2	Navajo Children and Bill's Better Breakfast
NOV. 16	Mexican Children and Don't Be Afraid
NOV. 30	Arabian Children and Exercise for Happy Living
DEC. 14	Children of China and Foods That Build Good Health
JAN. 4	Children of Holland and Dress for Health
JAN. 18	Children of Germany and Let's Be Clean and Neat
FEB. 1	Spanish Children and I'm No Fool As A Pedestrian
FEB. 15	Children of Japan and Choosing Clothes for Health
MAR. 1	Eskimo Children and A Date With Your Family
MAR. 15	Children of Switzerland and Safe Living in Your Community
MAR. 29	English Children and Ways to Settle Disputes
APR. 12	French Children and Teeth Are to Keep
MAY 3	French Canadian Children and Are Manners Important
MAY 17	Greek Children and guidance film
MAY 31	Irish Children and How Quiet Helps at School
June 14	Italian Children and Frank and His Dog
	Child of India and Keeping Clean and Neat

FOURTH GRADE

OCT. 13	(Literature and Music) and (Guidance)
OCT. 26	Alice in Wonderland and How We cooperate
NOV. 9	Clearing the Way and Cleanliness and Health
NOV. 20	Heidi and Good Sportsmanship
DEC. 7	Sleeping Beauty and How Friendly Are You?
DEC. 21	Kidnapped and Don't Get Angry
JAN. 11	Life in Hot Wet Lands and I'm No Fool Having Fun
JAN. 25	Story of a City and Safe Living at School
FEB. 8	Poems Are Fun and I'm No Fool With A Bicycle
FEB. 21	Paul Bunyon and the Blue Ox and Let's Play Fair
MAR. 8	Helen Keller and The Toymaker
MAR. 22	Let There Be Music and School Courtesy
APR. 5	Beginning Music Reading and Save Those Teeth
APR. 19	Instruments of the Band and Ways to Good Habits
MAY 10	Instruments of the Band and Appreciating Our Parents
MAY 24	Instruments of the Band and Everyday Courtesy
June 7	Instruments of the Band and Princess in the Tower
	Thomas Jefferson and Alexander Learns Good Health

SOME ACTIVITIES FOR USE IN CONJUNCTION WITH THE A.V.E. PERIOD

Before:

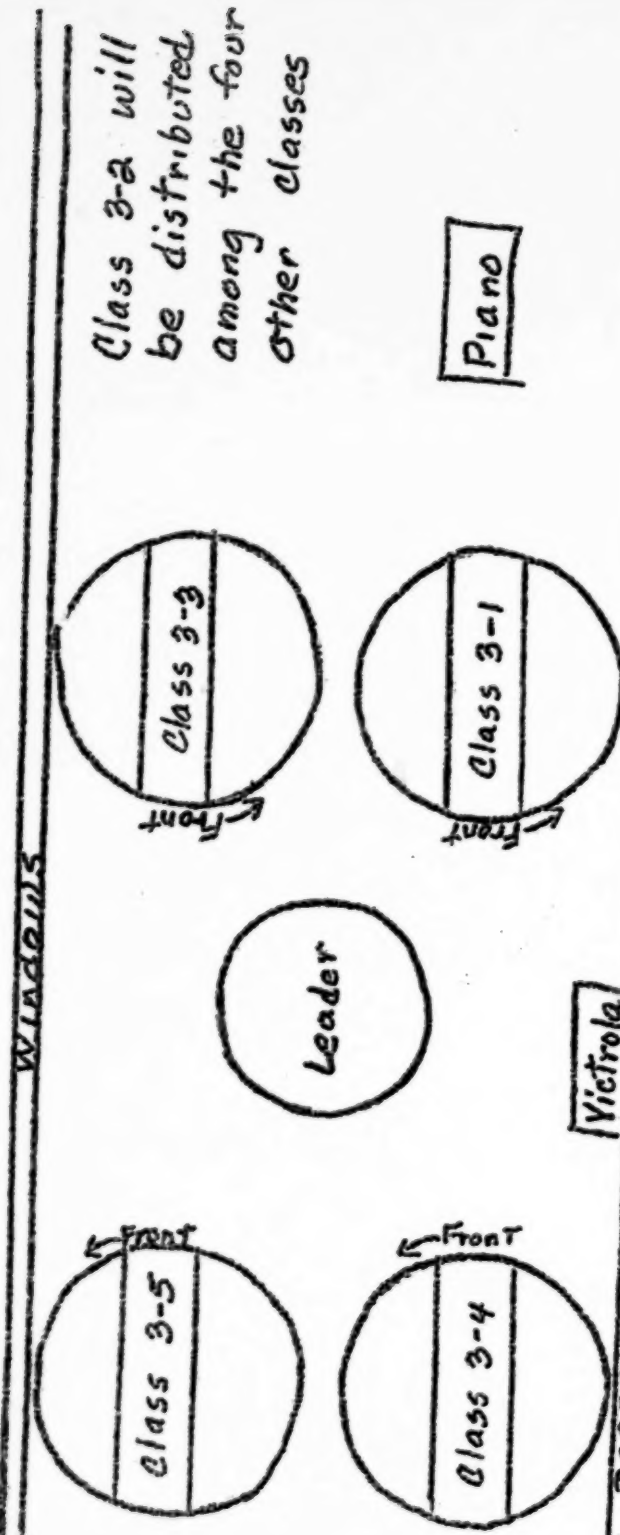
- Tell the class something about the topic.
- Find out what they know about the topic.
- Use a map to locate places (3rd grade).
- Read a story related to the film.
- Make a list of the things the children might look for.

After:

- Discuss the film.
- Draw or collect pictures based on the film.
- Write stories about the film.
- Learn a song from that country (3rd grade).
- Keep a chart or bulletin board about AVE films.
- Make comparisons with other places or stories.
- Do some handicraft related to the film.

THIRD GRADE PHYSICAL EDUCATION PLAN

I. GYM FLOOR PLAN



Class 3-2 will be distributed among the four other classes

II. SCHEDULE

DATE	SONG PLAYS	GAMES	DANCES
Sept.	Organization and review of second grade activities.		
Oct.	Paw Paw Patch p.63	Stoop Tag, p.217 Pass and Count, p.221	Circassion Circle p.92
Nov.	Hanzel and Gretel, p.64	Squirrels in Trees p.217 Circle Target Ball p.220	Indian Dance, p.106
Dec.	Jingle Bells p.75	Follow the Leader p.217 Circle Touch Ball p.221	Bleking, p.109
Jan.	The Train, p.63	Two Deep, p.218 Center Base, p.221	Cshebogar, p.97
Feb.	The Wheat, p.68	Flying Dutchman, p.218 Water Sprite, p.218	Seven Steps, p.98
March	Oh, She's Gone Gone, p.70	Animals, p.217 Follow and Chase, p.218	Come Let Us Be Joyful p.104
April	I Want to Be A Farmer, p.77	Numbers Change, p.218 Dodge Ball, p.221	Square Dance Fundamentals, p.86 and p.87
May	Jump Jim Jo, p.62	Catch of Fish, p.218 Fox and Geese, p.218	Virginia Reel, p101
June	Review of all Song Plays, Games and Dances taught this year.		

This chart suggests when new ones might be taught. The old ones should be continually reviewed as time permits. The pages refer to the bulletin "Physical Activities for Elementary Schools," 1956-1957. Records are available for RHYTHMS and DANCES.

M.S. BACON,
H.H. Coord.

P. S. See second page for other suggestions.

THIRD GRADE PHYSICAL EDUCATION PLAN (con't.)

III. SUGGESTIONS FOR TEACHING

These suggestions were taken from the bulletin.

A. Rhythms - These may be taught in accordance with the records Rhythm Medley #1, Rhythm Medley #2 and Nothing To Do.

B. Song Plays -

Teach the words to the song in the classroom.

Give special attention to singing softly and enunciating clearly.

C. Dances -

Formation for song plays and dances - When children are in circle formation they move counter clockwise. When partners are in double circle, the girl is on the outside to the right of the boy.

Every dance lesson should be preceded by a short rhythms period.

Each teacher should be thoroughly familiar with the dance before the teaching period.

The music should be played before teaching the dance.

Fundamental steps should be taught in class formation before applying them to the dance pattern.

Explanations should be in short intervals.

D. Games -

Games should be conducted outdoors whenever possible.

The game period should be planned.

It is recommended that the children wear non-skid soles.

Avoid fatigue and over-exposure to the sun.

The game should be described and the rules explained in advance.

It is important that the children move about in an orderly and safe manner. They should be assigned to definite places in the play area. They should be taught to respond promptly to signals calling them to attention.

Use whistles sparingly.

E. Leadership

Physical Education leadership will be rotated according to the following schedule.

DATE	INSTRUCTIONS	MUSIC

FOURTH GRADE PHYSICAL EDUCATION

One dance period and two athletics and games periods per week.

Materials were taken from and pages refer to the bulletin of the 1956-57 series "Physical Activities for Elementary Schools" Prepared by M.S. Bacon H.H. Coord.

I. Teaching Athletics and Games (Pgs. 213-215)

The physical education period is teaching period and the allotted time should include:

Assembly, class as a whole - Introduction to the lesson, Time for teaching organization activities (pg. 213); self-testing activities and game skills. Time for review, practice and learning of skills.

Class in Groups - Squad activities, participation in team games and practice in groups to improve skills.

Reassembly - Evaluation and comments by the teacher and the class.

II. Games

Games should be conducted outdoors whenever possible.

The game period should be planned.

It is recommended that the children wear non-skid soles.

Avoid fatigue and over exposure to the sun.

The game should be described and the rules explained in advance.

It is important that the children move about in an orderly and safe manner. They should be assigned to definite places in the play area. They should be taught to respond promptly to signals calling them to attention.

Games without equipment
(pgs. 217-218)

Squirrels in Trees
Stoop Tag
Follow the Leader
Animals
Follow and Chase
Two Deep
Flying Dutchman
Freeze
Numbers Change
Water Sprite
Catch of Fish
Fox and Geese

Games with equipment
(Pgs. 220-221)

Circle Target Toss needs basket and 5" rubber ball.
Circle Pass Ball - 8" rubber ball
Pass and Count - 8" rubber ball
Circle Touch Ball - ball of volley ball size
Center Base - ball of volley ball size
Catch Ball - "
Dodge Ball - rubber ball basketball size.

III. Squad Activities

Ring toss - pgs. 223 needs (quoit stand and three rings for each stand).
Rope Jumping - outdoors
Bowling - pgs. 223-224 needs (six bowling pins, indian clubs or sawed off dumb bells and a playground ball)

IV. Relay Races

Circle Relay - pg. 227
Circle File Relay - pg. 227
Around an Object Relay - pg. 227

FOURTH GRADE PHYSICAL EDUCATION (con't)

V. Self-Testing Activities - pgs. 2086- 210

See suggestions for teaching pg. 208.

The Top	Stair Climbing
Jumping Jack	Emergency Jump
Bicycle	One-legged Hop
Bear Dance	Hop Scotch
Crossing the Brook	Human Wicket
Weather Vane	

VI. Dances

Every dance period should include a short introduction of rhythms.

The music should be played before teaching the dance.

Explanations should be short.

Fundamental steps should be taught in class formation before applying them to the dance pattern.

Each teacher should be thoroughly familiar with the dance before the teaching period.

Sept. Review dances taught in the third year.

Oct. LaRaspa pg. 112

Nov. Square Dance Fundamentals - pg. 86
Yankee Doodle - pg 126 only

Dec. Virginia Reel - pg. 101 and 102

Jan. Glow Worm - pg. 113

Feb. Galopede - pg. 116

March Crested Hen - pg. 117

Basic dances for
the grade

April Hendrickska - pg. 118

May Gustaf's Skoal - pg. 121

Other dances prescribed for the grade which might be included as time permits are:

Badger Govotte - pg. 132

Cumberland Square - pg. 130

Feast of Lanterns - pg. 114

Horra Arabi - pg. 119

Lady Round the Lady - pg. 125

HIGHER HORIZONS
P.S. 140, BRONX
B. KABACK, PRINCIPAL

PARENT WORKSHOP - OCTOBER 18, 1961

The Parents of the Third, Fourth and Fifth Grades met in the school library. The agenda was as follows:

EXPLANATION OF THE HIGHER HORIZONS PROGRAM

Mrs. Bacon went over the general purposes of the H.H. program such as to raise the achievement level of each child; to develop within each child a wholesome attitude towards school along with a desire for and an interest in learning, to open new areas of interests, to prepare the children to take advantage of the opportunities available to them when they are older. She explained how we are working towards these goals through teacher training, parent workshops, tutoring, civics club, school newspaper, parent newsletters, bulletin boards, special programs at school, use of radio, television and films, trips, etc. Mrs. May went over the Guidance aspects of the program. She explained (1) group guidance in the form of teacher training, classroom lessons, audio-visual instruction, (2) individual guidance through records, counseling of parents and children, referrals to agencies, recommendations for special class placement or remedial instruction and follow-up on these.

EVALUATION OF THE HIGHER HORIZONS PROGRAM

Parents whose children were part of the program last year were asked their opinions. Mrs. Hill presented the Parents' point of view. It was felt that the Higher Horizons Program had made quite a contribution to the school's total program of education. The rate of learning had been speeded up and the children were reaching a higher level of attainment. The parents had been able to learn more about the curriculum and how the children are taught. This enabled them to help their children at home much better. The trips were described as being a wonderful experience for the pupils and the parents who accompanied them.

PARENT IDEAS ON NEEDS OF THE CHILDREN

It was felt that the children are weak in Mathematics and Science. The Parents were assured that these were two areas in which we had already embarked on a program of improvement.

ACTIVITIES FOR THE COMING YEAR

- The need for funds to enable our children to take more trips without being fatigued from traveling on subways before they reach their destination was discussed. A H.H. Fund Raising Committee is in the process of formation. The money secured would be used to hire buses for transportation.
- Plans to continue reading tutoring by Parents and to begin tutoring in Mathematics were started with the solicitation of volunteers. This is a one-to-one, parent-to-child type tutoring relationship.
- Formation of a volunteer Saturday and holiday trip escort committee was begun.
- Lending library of materials or books of interest to Parents was set into operation. Several Parents borrowed the Adult Education book Your Family and Your Job.
- A plan to obtain information about and to utilize skills and talents of parents who are willing to contribute them was agreed upon.
- Ideas for future workshops were one on nutrition, one on community health resources and some devoted to curriculum areas.

PARENT WORKSHOP - 10/18/61 (con't.)

PROBLEMS OF CHILD ADJUSTMENT

- Special circular#9 excerpt concerning the responsibility of Parents and Teachers to instruct children so as to prevent their being molested was brought to the attention of the group and discussed.
- The need for after school recreation was stressed. Parents were urged to avail themselves of the facilities at Forest Neighborhood House.
- The Parents' obligation to provide adequate study space for their children and to help their children develop good study habits was discussed.
- The Parents were asked to cooperate in our school library membership drive by seeing that their children join the library and continue to use its facilities.
- A Parent brought up the problem of how much time a child should spend doing homework. Parents were advised that up through the Third Grade one-half hour is about maximum. In the Fourth through Sixth Grades about one hour is maximum. Parents should allow for individual differences and circumstances. If a child consistently takes more time, it would then be advisable to see the classroom Teacher.

Mrs. Samuels and Mrs. Hill volunteered to bake cakes for our next workshop

Parents were invited to stop of on the first floor before leaving the building and observe the Higher Horizons showcase so as to get an overview of the program.